

Music Development Plan



Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Tina Lawrenson

1 – Overall objective/ vision	<p>At Lyme Community Primary School, it is vital that our music curriculum not only teaches the children the fundamental music skills but also allows them to understand the deeper meaning of music throughout the centuries. Our Model Music Curriculum, engages and inspires our children through a variety of learning experiences including Charanga, visits (e.g. Song Fest and Liverpool Philharmonic) and visitors to school. Skills and knowledge are developed and built upon year on year, to show progress from our youngest to our oldest children.</p> <p>Lyme is a 'singing school'. We understand that our voices are powerful in changing our mood, which is crucial in beating anxiety and stress. We also have an amazing group of children from Key Stage 1 and Key Stage 2, called 'Singing Stars' who meet regularly and lead singing games and activities during playtimes. This helps to involve children who are lonely or of low mood and lift their spirits. Our successful choir is also very popular with both boys and girls from Key Stage 2. We sing for many special events including our popular Carol Service.</p>
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2 – Key components	<p>The music provision at Lyme Community Primary School will include the following key components, tailored to meet the specific needs of our students and community:</p> <p>Music Curriculum:</p> <ul style="list-style-type: none"> • Music taught using the Charanga Model Music Curriculum <p>Classroom Instrumental Teaching:</p> <ul style="list-style-type: none"> • Integration of instrumental teaching within the classroom setting, allowing students to gain hands-on experience with various instruments and discreet instrumental tuition from music specialists for Y2 and Y4. <p>Progression from Classroom Instrumental Teaching:</p> <ul style="list-style-type: none"> • Structured curriculum for students to progress from general classroom instrumental lessons to more specialised small group and one-on-one instruction. <p>Small Group & One-on-One Teaching:</p> <ul style="list-style-type: none"> • Opportunities for personalised instruction with specialist music teachers – recorder and brass instruments. <p>Links with External Music Organisations:</p> <ul style="list-style-type: none"> • Partnerships with local and national music organisations, such as Valley Brass, to enhance the quality and variety of musical experiences available to students. <p>Pupil Premium Student Engagement:</p>
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	<ul style="list-style-type: none"> Targeted initiatives to ensure that students eligible for Pupil Premium funding have equal access to all music opportunities, fostering inclusivity and engagement. <p>Succession Planning and CPD:</p> <ul style="list-style-type: none"> Continuous professional development for staff to ensure high-quality music teaching and effective leadership Succession planning to maintain and build upon the school's music education standards. <p>Choirs & Instrumental Ensembles:</p> <ul style="list-style-type: none"> Establishment and support of choirs and instrumental ensembles to encourage collaborative music-making and performance skills. <p>Whole School Singing Assemblies:</p> <ul style="list-style-type: none"> Weekly singing assemblies to unite the school community through music and provide a platform for collective musical expression. <p>Performance Opportunities:</p> <ul style="list-style-type: none"> Regularly scheduled performances such as concerts, class assemblies and performances, within the school and the wider community to showcase student talents and build confidence.
3 – Classroom instrumental teaching	<p>Year 1, 3, 5 and 6:</p> <ul style="list-style-type: none"> General Music Education: <ul style="list-style-type: none"> General music education focusing on basic music theory, rhythm, singing, and introduction to various instruments. Taught by classroom teachers with support and training via the Charanga scheme of work.

- Use of classroom instruments such as percussion.

Year 2:

- **Whole Class Recorder Lessons:**

- Weekly recorder lessons throughout the year.
- Taught by a specialist teacher.
- Instruments provided by school, ensuring no cost barrier for students.

Year 4:

- **Whole Class Brass Lessons:**

- Weekly guitar lessons throughout the year.
- Taught by specialist music teacher from Valley Brass.
- Instruments provided by Valley Brass, ensuring no cost barrier for students.

Year 5-6:

- **Small Group tuition:**

- Pupils who demonstrated interest in brass band tuition receive small group lessons to further their skills.
- Lessons taught by specialist music teacher from Valley Brass.
- Instruments and instructional materials subsidised through school budget, grants, and fundraising initiatives.

<p>4 – Implementation of key components</p>	<p>Music Curriculum:</p> <ul style="list-style-type: none"> ○ Each class will receive a music sessions, covering music theory, listening, composition, and performance. ○ The curriculum will be aligned with the National Curriculum and Model Music Curriculum (MMC) guidelines, ensuring a structured and progressive learning experience from EYFS to KS2. <p>Progression from Classroom Instrumental Teaching:</p> <ul style="list-style-type: none"> ○ Students showing interest and aptitude will be offered small group and one-on-one lessons to develop their skills further. ○ A tracking system will be implemented to monitor students' progress and identify those with potential for advanced instruction. <p>Small Group & One-on-One Teaching:</p> <ul style="list-style-type: none"> ○ Visiting music teachers will provide small group and individual lessons to cater to students' specific needs and interests. ○ These lessons will be offered to students who have shown engagement or interest during their classroom instrumental sessions. <p>Links with External Music Organisations:</p> <ul style="list-style-type: none"> ○ Collaboration with music hubs, local orchestras, and national music bodies to enhance the musical experiences available to students. ○ Opportunities for students to attend live concerts, participate in workshops, and engage with professional musicians.
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Pupil Premium Student Engagement:

- Pupil Premium Funding to ensure equitable access to instrumental lessons and extracurricular music activities.

Succession Planning and CPD:

- Regular training sessions for staff to enhance their music teaching skills and stay updated with the latest educational practices.
- Development of a succession plan to maintain and build upon the school's music education standards, ensuring sustainability.

Choirs & Instrumental Ensembles:

- Launching further KS2 ensembles to encourage collaborative music-making and performance skills.
- Regular rehearsals and performances to build students' confidence and teamwork.

Whole School Singing Assemblies:

- Weekly singing assemblies.
- Repertoire will include a diverse range of culturally rich selections.

Performance Opportunities:

- Organising regular performances within the school and the wider community, including Carol Concerts, Spring Music Showcase Concerts, and Choral Festivals.
- Engagement with regional music opportunities like Carol Concerts, Music Service Concerts, and Young Voices to provide students with broader performance experiences.

5 – Communication activities	<p>Music Updates Communicated Through Headteacher Update:</p> <ul style="list-style-type: none"> • The music lead will collaborate with the headteacher to provide regular updates on music activities, achievements, and upcoming events. • These updates will be included half-termly in the headteacher's weekly newsletter, which is distributed to all parents and carers. • Content for these updates will include details of recent and upcoming performances, and information on extracurricular music opportunities. • The updates will aim to keep parents informed and engaged with their children's musical education, encouraging family participation in school music events. <p>Website Music Section:</p> <ul style="list-style-type: none"> • Lyme Community Primary School's website will feature a dedicated music section to keep the school community informed about the music program. • The music lead will ensure this section is regularly updated with information on upcoming events, performance schedules, and opportunities for students and families to get involved. • The website will also include resources for parents and students, such as practice tips, links to music-related activities, and information about external music events and organisations. • This dedicated music section will serve as a central hub for all music-related communications, making it easy for parents to stay up-to-date and support their children's musical journey.
6 – Evaluation process for the success of the Music Development Plan	<p>Evaluation:</p> <ul style="list-style-type: none"> • Monitor student participation, progress in skills, and engagement in music activities. • Assess effectiveness of staff CPD and development initiatives. • Evaluate inclusivity and accessibility of music opportunities for all students, including Pupil Premium and SEND.

	<ul style="list-style-type: none"> Monitoring and Evaluation schedule will outline time for the curriculum lead to analyse the delivery, data and impact of the music curriculum. <p>Progress Meetings:</p> <ul style="list-style-type: none"> Termly evaluations to assess achievements and adjust plans. Annual thorough review of the Music Development Plan to analyse overall success and make improvements for the following year. <p>Feedback Mechanisms:</p> <ul style="list-style-type: none"> Gather feedback from students, parents, and staff through surveys and discussions.
7 – Transition work with local secondary schools	<p>Lyme Community Primary School will:</p> <ul style="list-style-type: none"> Contact local secondary schools through the Music Hub to discuss transition arrangements. Prepare a summary document of current Year 6 students involved in instrumental lessons, choir, or ensembles for these meetings. Coordinate with secondary school heads of department to align on Year 7 musical expectations and curriculum continuity. <p>This proactive approach ensures a smooth transition and sustains musical engagement for students moving from Year 6 to Year 7.</p>

8 – Budget materials and staffing	<p>Lyme Community Primary School will:</p> <ul style="list-style-type: none"> • Agree on an annual budget with the headteacher covering: <ul style="list-style-type: none"> ◦ CPD costs. ◦ Classroom instrumental teaching costs. ◦ Enrichment activities funding for choirs, ensembles, and performances. ◦ Instruments, resources, and subscriptions for music education. • Plan CPD to boost teachers' confidence in singing and delivering music education across school.
9 – Pupil Premium and SEND provision	<p>Lyme Community Primary School is committed to enhancing music engagement for Pupil Premium students and those with Special Educational Needs and/or Disabilities (SEND) through targeted initiatives:</p> <p>Pupil Premium Students:</p> <ul style="list-style-type: none"> • Utilise Pupil Premium Grant to fund instrumental and vocal tuition, ensuring financial support for eligible students. • Maintain an updated register of Pupil Premium children participating in extracurricular music activities. • Review the budget and identify opportunities to support accommodating students who may face financial barriers to accessing paid-for music activities. <p>SEND Provision:</p> <ul style="list-style-type: none"> • Collaborate with the school's SENCo to assess access arrangements for SEND children in curriculum music lessons and beyond. • Use the 'Adaptive Teaching Practice' booklet created by the SENCo and Music Lead in relation to adaptations to be made for those children who have specific needs – Communication and Interaction, Cognition and Learning, SEMH, Physical and Sensory to ensure that all music activities are inclusive and accessible, promoting full participation and enjoyment for every student.

10 – Summary Action Plan

1. Extend our musical experiences offer to include a wider offer of visits and visitors.

- **Specific:** Evaluate current wider offer in Music and make changes for implementation in the next academic year.
- **Measurable:** Complete the review process by the end of the summer term.
- **Achievable:** Allocate time and cover for the music lead.
- **Relevant:** Ensure alignment with current educational standards and student needs; research funding stream to support financial implications – e.g. CulturED SLA.
- **Time-bound:** Ensure additional music opportunities are added to Lyme 'Pupil Passports' for the next academic year.

2. Review Music Scheme Across the School for Next Year:

- **Specific:** Evaluate current music scheme and review implementation from the next academic year.
- **Measurable:** Complete the review process by the end of the summer term.
- **Achievable:** Deliver CPD to staff to ensure implementation is smooth.
- **Relevant:** Ensure alignment with current educational standards and student needs.
- **Time-bound:** Implement the new music scheme from the start of the next academic year.

3. Research CPD for Music Leader's Knowledge Enhancement:

- **Specific:** Research and identify relevant CPD opportunities for the music leader.
- **Measurable:** Present CPD research findings by the end of the autumn term.
- **Achievable:** Allocate time and cover for the music lead.
- **Relevant:** Enhances leadership skills and knowledge in primary school music education.
- **Time-bound:** Enrol in identified CPD programs and complete training by the end of the academic year.

Useful links

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)